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ABSTRACT

The developmental teacher competency checklist is designed to facilitate planning of individualized pre- and inservice teacher training programs for teachers of integrated classes of normal and handicapped students. The checklist, which is suitable for self-evaluation and for supervision, applies a five level rating scale to the following competency areas: classroom management, assessment, program design and planning, teacher-child relationships and management, staff and coworker relations, professional work habits, parent relationships, and community relationships and resources. Examples of specific competencies evaluated are: checking safety of equipment and materials and notifying director of problems (classroom management); analyzing and revising learning opportunities based on child's responses and needs (program design and planning); and providing for and managing diversity in the psychomotor domain in normal, blind, deaf, orthopedically disabled, and other handicapped children (teacher-child relationships and management). (LC)

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DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

Molly C. Gorelick

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In September 1971 at California State University, Northridge Preschool Laboratory, a project titled "Careers in Integrated Early Childhood Programs" was initiated. A primary goal was the design of a training program which would lead to careers in early childhood settings integrating children with handicaps into existing nursery schools.

The terms Clinical Director, Developmental Head Teacher, Developmental Assistant Teacher and Developmental Student Aide were used in the project to designate a new breed of teachers who would possess (at different levels) the generic knowledge, skills and attitudes needed to transact with the varying abilities and disabilities found in all young children. These teachers would focus on the child's abilities regardless of the child's label.

It was postulated that trainees entering the early childhood field and those in the field would possess different competency levels. Thus an attempt was made to obtain a profile of these individual differences in basic generic abilities through the construction of a Developmental Teacher Competency Checklist. The resulting profile

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of competencies could then be employed to design individualized teacher pre and inservice training programs.

Additional purposes for which the Checklist can be employed are to:

1) inform young people who are contemplating careers in noncategorical (integrated) early childhood programs about the basic competencies they will have to acquire to become effective and capable teachers. This can assist them in making a decision about a career in the field.

2) use the Developmental Competency Checklist to obtain a trainee's or teacher's self evaluation of his/her competencies - thus a picture can be secured of the individual's perception of his own strengths and weaknesses.

3) provide the supervising teachers and/or administrators with an instrument for validating the trainee's or teacher's self evaluation report.

4) utilize the information gained from the checklist profile to design special interventions, video taping, classroom demonstrations, observations, university courses, pre-or inservice instructional training opportunities to improve competencies.

5) employ the Developmental Teacher Checklist profile to match children's characteristics with teacher competencies.

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The Developmental Teacher Checklist is used as a self evaluation at the beginning of the school program and validated (independently) by a supervising teacher, a co-teacher or co-trainee at the end of two weeks. It is repeated and validated again at mid-semester and at the three-quarter point of the training period or school year. In addition to the intermittent checklist assessment, daily teaching team meetings are held to discuss progress.

The ongoing charting of the individual's progress assists the trainees, head teachers and directors in setting constructive training objectives. It provides guidelines for designing the learning opportunities needed to insure the acquisition of basic definable competencies.

The competencies purposely have not been formulated in specific behavioral objective terms. The reason for the use of broader descriptions, is to allow for adjustments of the competencies due to regional and ethnic differences in specific behaviors and to keep the length of the checklist reasonable.

No attempt is made in the Developmental Teacher Checklist to assess such competencies as a "natural charisma", a "Pied Piper" effect on children or similar personality characteristics grouped under the heading of a "natural art of teaching." It is hoped that young people who possess these "child reaching" and humanistic characteristics will enter the field and combine these talents with the knowledge and skills required to insure the highest levels of total teacher competency. Teachers who possess a combination of these competencies

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are urgently needed to guide the growth and development of our nation's greatest resource - all of our children.

It should be noted that the Developmental Teacher Competencies Checklist is only one tool of several being used in the "Careers Project" to describe, evaluate and validate teacher competencies.

Suggestions are invited from trainees, teachers, administrators and researchers for the purpose of extending, correcting or changing the components in the Checklist. Continued refinement should improve the capability of the instrument to individualize the training of highly competent Developmental Teachers.

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INSTRUCTIONS:

For Self-Evaluation, preface each statement with:

I.....

I know how to.....or

I am able and willing to.....

For evaluation of another person, preface each statement with:

He does.....or she does.....

Fill in the blank after each statement using the following scale:

SCALE:

4-Competent in task or area and able to demonstrate for others.

3-Competent, but not quite ready to demonstrate for others.

2-Competent, but there are recognizable gaps or weaknesses which can be handled and corrected by me (the teacher).

1-Weaknesses more than skills. Need for consultant assistance or observing a skilled teacher demonstrate.

0-No background. To handle this task or area need:

a) coursework
b) experience
c) a & b

(In using rating 0 - indicate whether it is 0a; 0b; or 0c.)

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DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

Rating 0 - 4

4=demonstrate for others
3=competent, not ready demo
2=weak, can improve by self
1=weak, need assistance

0=no background, need:
a) coursework
b) experience
c) a & b

1.0.0 CLASSROOM MANAGEMENT (TASKS)

1.1.0 Equipment and Materials

		I	II	III	IV
1.1.1	Follow school procedures for maintaining and supplementing inventory.				
1.1.2	Check safety of equipment and materials and notify director of problems.				
1.1.3	Arrange and rearrange equipment and materials to facilitate program.				
1.1.4	Organize neat placement and storage of materials to permit ready accessibility to children and staff.				
1.1.5	Design and make materials to implement learning opportunities.				
1.1.6	Utilize and operate Audio-Visual materials.				

1.2.0 Attractiveness of environment

1.2.1	Design, arrange and supervise on-going placement of materials for Bulletin Boards and Visual Displays which are attractive and appropriate to program and children's interests.				

DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

	I	II	III	IV
1.3.0 Cleanliness of classroom				
1.3.1 Organize and participate with staff and children to clean up after using materials e.g. replace blocks, wipe up spills, tables, run the vacuum over the rug, etc.				
Totals:				
Averages:	÷8=	÷8=	÷8=	÷8=

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2.0.0 ASSESSMENT

2.1.0 On-going Monitoring of Children's Progress (for all teachers)

		I	II	III	IV
2.1.1	Assess all children to determine entry levels of functioning in Cognitive, Psycho-Motor and Affective Domains plus Creativity, and record results.				
2.1.2	Organize a schedule for implementing basic pre, mid and end of semester assessments plus daily ongoing evaluations.				
2.1.3	Use and interpret non-standardized assessment techniques, such as: non-judgmental observations, time sampling observations, anecdotal records and case studies.				
2.1.4	Select, administer and interpret appropriate standardized tests, such as the Peabody Picture Vocabulary Test; Caldwell and others designed for teacher use.				
2.1.5	Keep a written record and file of child's level of functioning obtained from tests, observations, samples of children's work and other sources.				

DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

		I	II	III	IV
2.1.6	Prescribe learning opportunities for an individual child or a group based on teacher and consultant derived assessment data (information).				
2.1.7	Make daily assessments with staff and children to adjust objectives and plans. These can be in the form of discussions with written notations made of decisions.				
	Totals for Assistant Teachers:				
	Averages:	÷7=	÷7=	÷7=	÷7=
2.2.0	Head Teacher's Ongoing Monitoring of Developmental Assistant Teacher Progress (for Head Teachers only)				
2.2.1	Use this checklist to obtain a profile of the assistant teacher's initial competencies and weaknesses.				
2.2.2	Maintain in assistant's file, the assessment profile of beginning competencies.				
2.2.3	Utilize the information and data from the initial assessment to employ strengths of assistant teacher and prescribe learning opportunities to eliminate weaknesses.				

DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

		I	II	III	IV
2.2.4	Provide daily feedback to assistant teachers on level of functioning - strengths and weaknesses. Help the assistant teachers with an ongoing self evaluation monitoring of progress.				
2.2.5	Use cumulative data to make an end of semester summary of assistant teacher's performance levels.				
	Totals for Head Teachers:				
	Averages:	÷12=	÷12=	÷12=	÷12=

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		I	II	III	IV
3.0.0	PROGRAM DESIGN AND PLANNING (for all teachers)				
3.1.0	Design a program based on school's philosophy, knowledge of principles of learning, child growth and development and the results of the assessment of children.				
3.2.0	Set up objectives in the cognitive, psychomotor, affective and creative domains based on knowledge of the class and individual child's characteristics.				
3.3.0	Plan objectives for groups and for individual children for specific time periods:				
3.3.1	Semester				
3.3.2	Month				
3.3.3	Week				
3.3.4	Daily				
3.3.5	Time modules for a single day.				
3.4.0	Designing learning opportunities				
3.4.1	Designing learning opportunities for the group and for individual children.				
3.4.2	Continually evaluate effectiveness of learning opportunities.				
3.4.3	Analyze and revise learning opportunities based on child's responses and needs.				

DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

		I	II	III	IV
3.5.0	Utilize a repertoire of teaching styles and select a style appropriate to the group, child and particular learning activity and situation.				
3.6.0	Demonstrate flexibility and creativity in changing procedures to accomplish goals.				
	Totals for Assistant Teachers:				
	Averages:	÷12=	÷12=	÷12=	÷12=
3.7.0	Head Teacher's Training of Developmental Assistant Teachers (for Head Teachers only)				
3.7.1	Develop and clearly delineate a sequential series of demonstrations, learning opportunities and tasks so that the assistant teacher knows her role in the design and implementation of the program.				
3.7.2	Help Developmental Assistant Teacher to acquire the competencies leading to the assumption of all tasks required of a Developmental Head Teacher.				
	Totals for Head Teachers:				
	Averages:	÷14=	÷14=	÷14=	÷14=

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		I	II	III	IV
4.0.0	TEACHER/CHILD RELATIONSHIPS AND MANAGEMENT				
4.1.0	Attend to all children in the integrated class.				
4.1.1	Divide attention and staff among all children in the class so that no child receives an ongoing inordinate amount of teacher time.				
4.1.2	Set up staff (assistant teacher, student aides, etc.) assignments so that individual children and/or groups are matched to staff who can most effectively work with and relate to them.				
4.1.3	Deal with extreme positive or negative feelings toward certain children.				
4.2.0	Provide for and manage diversity in Affective Domain in children who are:				
4.2.1	Cooperative-compliant (e.g. child who cooperates with rules and regulations.)				
4.2.2	Apathetic-withdrawing (e.g. keeps to himself; remains aloof; distant.)				
4.2.3	Angry-defiant (e.g. child who treats other children with deliberate cruelty, screams.)				

DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

		I	II	III	IV
4.3.0	Provide for and manage diversity in Cognitive Domain in children who are:				
4.3.1	very bright or gifted				
4.3.2	bright				
4.3.3	average				
4.3.4	slow				
4.3.5	retarded				
4.4.0	Provide for and manage diversity in Psycho-Motor Domain in children who are:				
4.4.1	without sensory deficits or handicaps and exhibit good gross and fine motor control.				
4.4.2	blind				
4.4.3	deaf				
4.4.4	orthopedically disabled				
4.4.5	epileptic				
4.4.6	cerebral palsied				
4.4.7	who have undiagnosed deficits				
4.4.8	who have multiple deficits				
4.5.0	Demonstrate respect for and enhance the behavior of a child.				
4.5.1	Listen to and respond to a child.				
4.5.2	Be honest in explanations to a child.				
4.5.3	Express feelings to a child within the limits of each child's tolerances.				
4.5.4	Communicate so that child can understand messages.				

DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

		I	II	III	IV
4.6.0	Provide a warm, outgoing and accepting emotional climate.				
4.6.1	Express warm and positive behaviors such as a smile, an embrace, etc., as an integral part of child/teacher interactions.				
4.7.0	Provide a safe environment.				
4.7.1	Provide proper supervision of all activities.				
4.7.2	Execute emergency procedures in the event of accident, illness, seizures, excessive emotional reactions.				
	Totals:				
		÷26=	÷26=	÷26=	÷26
	Averages:				

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5.0.0 STAFF AND CO-WORKER RELATIONS

		I	II	III	IV
5.1.0	Interact harmoniously with staff.				
5.1.1	Be pleasant and congenial				
5.1.2	Communicate directly, rather than gossiping.				
5.1.3	Work as a member of team.				
5.1.4	Cooperate with the director and/or supervisor.				
5.2.0	Tolerate criticism.				
5.2.1	Respond positively to constructive criticism meant to improve or correct work performance.				
5.3.0	Implement changes (Be independent from supervision)				
5.3.1	Carry out new procedures, approaches, etc., without need to be reminded.				
5.3.2	Follow through on own.				
5.3.3	Be innovative.				
	Totals:				
	Averages:	÷8=	÷8=	÷8=	÷8=

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		I	II	III	IV
6.0.0	PROFESSIONAL WORK HABITS				
6.1.0	Motivation for teaching				
6.1.1	Display enthusiasm, interest for work.				
6.1.2	Go the extra mile to achieve results.				
6.2.0	Punctuality				
6.2.1	Report to work early enough to prepare for children's arrival.				
6.2.2	Leave at the end of day after room is clean and program and materials planned for the next day.				
6.3.0	Maintain and submit all reports on time.				
6.4.0	Creativity in teaching				
6.4.1	Demonstrate the ability to plan imaginative and stimulating programs, interventions and relationships.				
6.5.0	Professional Growth				
6.5.1	Read current journals in the field.				
6.5.2	Attend lectures and/or conferences related to field (at least once a semester).				

DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

		I	II	III	IV
6.5.3	Enroll in workshops and/or courses to improve knowledge and skills.				
6.5.4	Join and become active in professional organizations in the field.				
	Totals:				
	Averages:	÷10=	÷10=	÷10=	÷10=

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7.0.0 PARENT RELATIONSHIPS

		I	II	III	IV
7.1.0	Provide clearly defined channels of communication.				
7.1.1	Define the manner in which articulation between home and school can be achieved.				
7.1.2	Set dates for conferences with parents.				
7.1.3	Outline classroom visitation privileges.				
7.1.4	Outline classroom participation privileges or requirements.				
7.1.5	Demonstrate the ability to evaluate and report child's progress in terms of stated objectives and philosophy.				
	Totals:				
		÷5=	÷5=	÷5=	÷5=
	Averages:				

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8.0.0 COMMUNITY RELATIONSHIPS AND RESOURCES

		I	II	III	IV
8.1.0	Interpret the program purposes and goals to visitors and observers.				
8.2.0	Employ accepted ethical practices in communicating to others about individual children.				
8.3.0	Identify and locate resources, services and key personnel to implement the child's program or special needs.				
	Totals:				
	Averages:	÷3=	÷3=	÷3=	÷3=

DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

List items not covered or suggestions for improving this Developmental Teacher Competency Checklist.

MCG/lec Revised 7/74
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CAREERS IN INTEGRATED EARLY CHILDHOOD PROGRAMS
Preschool Laboratory
California State University, Northridge

DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST PROFILE

Administration Dates:	I					II					III					IV				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1. Classroom Management																				
2. Assessment																				
3. Program Design and Planning																				
4. Teacher/ Child Relationships and Management																				
5. Staff and Co-Worker Relations																				
6. Professional Work Habits																				
7. Parent Relationships																				
8. Community Relationships and Resources																				
Totals:																				
Averages:	÷8=					÷8=					÷8=					÷8=				

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Developmental Teacher Competency Checklist Profile and Progress Report

Directions for Summary of Ratings

Molly C. Gorelick

An analysis of the results of the Developmental Teacher Competency Checklist is obtained by totaling the ratings in each competency area and dividing by the number of items in that area. At different periods of the year, the columns, numbered I to IV, are used for self and other person's (e.g. supervisor, director, colleague) evaluations. The mean for each area is listed and then plotted on the corresponding column of the profile. The Grand Mean is obtained by totaling the means for each area and dividing by eight (8), the total number of areas.

The profile permits comparisons between the various evaluations. The results are then used as a guide to plan individualized pre or in service training programs.

The material was developed under the project "Careers in Integrated Early Childhood Programs", Grant No. 55-P-45144/9-03.

DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST PROFILE AND PROGRESS REPORT

Molly C. Gorelick